

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

31	Elementary schools (includes K-8)
5	Middle/Junior high schools
6	High schools
	K-12 schools
42	TOTAL

2. District Per Pupil Expenditure: 9876

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	10	6	16	6	28	36	64
K	41	33	74	7			0
1	28	27	55	8			0
2	21	24	45	9			0
3	34	26	60	10			0
4	28	29	57	11			0
5	38	27	65	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							436

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
31 % Asian
3 % Black or African American
2 % Hispanic or Latino
24 % Native Hawaiian or Other Pacific Islander
11 % White
28 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 42 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	65
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	96
(3)	Total of all transferred students [sum of rows (1) and (2)].	161
(4)	Total number of students in the school as of October 1.	387
(5)	Total transferred students in row (3) divided by total students in row (4).	0.416
(6)	Amount in row (5) multiplied by 100.	41.602

8. Limited English proficient students in the school: 12 %

Total number limited English proficient 54

Number of languages represented: 11

Specify languages:

Ilocano, Tagalog, Tongan, Chuukese, Spanish, Korean, Lao, Samoan, Vietnamese, Portuguese, Japanese

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 243

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>6</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>18</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>4</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>44</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	94%	94%	94%	94%
Daily teacher attendance	100%	96%	89%	89%	89%
Teacher turnover rate	3%	3%	43%	3%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Attendance below 95% may be due to religious beliefs and lengthy family trips to family's home country.

Teacher turnover rate for SY 06-07 due to the split of Ewa Beach Elementary School into two schools due to redistricting: Ewa Beach Elementary & Keone'ula Elementary Schools.

Student drop out rate - N/A

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Ewa Beach Elementary School (EBES) is a dynamic learning community that continues to adapt to the changes under the No Child Left Behind Act. With each new change come new challenges. We forge ahead with a shared belief that all students will be successful. Our vision is that our students will be successful lifelong learners. We continue on our mission to practice the best teaching and learning strategies to ensure lifelong learning.

Our school opened its doors in 1959 as a kindergarten through grade 6 school. We serve general education students, special education students (including preschool learning impaired children and hearing impaired students in a total communication classroom), and English Language Learners (ELL) students. Currently 54% of our 455 students come from disadvantaged families thus qualifying us for Title I status. Our diverse population consists of a blend of Filipino, Hawaiian, Samoan, Caucasian and a handful of other ethnicities. Recent housing developments in the area surrounding our school have begun a slow but steady influx of students from middle and high income families.

We follow the America's Choice School Design and are currently in our 12th year of implementation. This model is standards-based and data-driven. It addresses the areas of English/Language Arts, Mathematics, and Science and applied learning, and uses teacher specialists (teachers specializing in curriculum areas) in small learning communities. We have completed our 10th year of school wide inclusion of special needs and ELL students in regular education classes. We provide safety nets (in school and after school tutoring) for students that may need additional assistance. Teachers participate in weekly articulation sessions to monitor student progress, evaluate needs, and plan to address those needs. America's Choice School Design provides support, training, and monitoring.

At EBES, we recognize the needs of our diverse learners and address them through a program called Humanities. We are currently in our fourth year of our program where students are engaged in physical education, art, music and technology activities. This year we have added an intervention component to allow teachers to target students who have difficulty meeting the benchmarks covered.

During our 50 years, we have adopted many traditions that have been embraced by the community. Guest readers for our Annual Community Read Aloud & Career Day often ask to be invited back again the next year. Our active Student Council organizes the school Penny Carnival, Halloween Parade, as well as various community service projects such as canned food drives, Lymphoma & Leukemia Association Pennies for Patients, and the American Heart Association Jump Rope for Heart event. Our students look forward to participating in the Community Christmas Parade and intramural sporting events with other schools in the complex. The community has supported our 25 Books Campaign Celebration at the end of each school year purchasing refreshments and covering the costs of any activities planned.

We continuously strive to meet the needs and insure the success of each and every one of our students. We are proud that our efforts are reflected in our No Child Left Behind School status of "In Good Standing." We have also been selected as a Hawaii Distinguished School in 2003, 2004, and 2007.

The multicultural, socio-economically diverse, and wide-ranging educational needs and abilities of our students present many complex social and emotional, as well as educational challenges. This diversity defines our school. However, our diversity also helps enrich everyone in the school allowing for varying experiences, ideas, points of view, acceptance, tolerance, empathy, cooperation, and respect. Through the collective effort of all stakeholders in EBES's "Ohana" (family), which includes students, parents and families, teachers, support staff, administration, and community resources, we are succeeding in meeting the challenges of our diversity while also embracing the benefits of our diversity.

As our community changes, we have changed along with them. However, our commitment to our students, parents and community have remained constant. At EBES we will continue to provide the best learning environment for each and every student to ensure their success for the future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Ewa Beach Elementary School participates in the Hawaii State Assessment, also known as HSA. Students in the 3rd, 4th, 5th, and 6th grades are assessed in Math and Reading in April of every school year. The results we receive in July determine our status under the federal No Child Left Behind Act. Currently Ewa Beach Elementary School's status is "In Good Standing, Unconditional," the highest status attainable.

The proficiency scores our state hold us accountable to in reference to the NCLB Act, has all students in Hawaii being proficient in Reading and Math by the year 2013. The number of students needed to be proficient in Reading and Math increase every 2-3 years. Currently, the benchmarks set by our state is 58% for Reading and 46% for Math, which is the same from last school year.

Looking at our assessment results over the past 5 years, there are ups and downs, and most currently, a plateau. Research shows that when change happens, results first show a decrease before turning around to show promise. This is evident in our results as our school has undergone some major changes in the last few years.

In the school year 2005-2006, our school underwent a change in administration. In the school year 2006-2007, a new public school opened in our district, resulting in a drastic reduction in our enrollment. In addition to the reduction in enrollment, the new school, which serves mainly families in a newer housing development in our area, prompted a line of socio-economic status to be drawn.

In all grades for Reading and Math, the proficiency scores took a big leap in 2006-2007, the year our state changed the company who publishes our state assessment. With that variable, among others, it really is impossible to determine if that alone contributed to the increase.

All grades, with the exception of Grade 5, experienced a decrease in proficiency scores from school years 06-07 to 07-08 in both Reading and Math. In the year 06-07 with a new administration and a new Leadership Team, a lot of changes took place. There were changes in curriculum, direction of the school, vision of the administration, and the new makeup of our school, due to the opening of the new school. Although we were still able to attain a good status under NCLB that year, we were well aware of the decreases.

We have two subgroups that are counted towards our school's proficiency scores. They are the Disadvantaged and Asian/Pacific Islander subgroups. The overall trend in the last 5 years for the Disadvantaged subgroup is that they score just below the general student population. The overall trend for the Asian/Pacific Islander subgroup in the last 5 years is that their scores as a subgroup are equal to that of the general student population. We take this into account at the beginning of each school year when we complete our Planning for Results. During this process, teachers look at their new class and their past scores and plan for the school year, taking into account the special situations of all students such as disadvantaged, ELL, SPED, and so forth.

One last thing to note regarding our school's state assessment results is the scores of our 6th grade students in both Reading and Math in 08-09. This group of students made significant gains in both areas which made up for deficits in other grade levels. After doing careful data analysis, we came to the conclusion that teacher content knowledge was the biggest contributing factor for these scores. The Math specialist has been in 6th grade for 4 years and has found her niche and the Reading specialist was a former Literacy coach at our school.

2. Using Assessment Results:

Ewa Beach Elementary School is a data driven school. We use data from all facets to make instructional based decisions. To follow our school's mission, "Our Ewa Beach Elementary School Community will practice the best teaching and learning strategies to ensure lifelong learning," data is used and valued on a daily basis.

Our America's Choice Teacher Articulation room is a data rich environment that includes current data from a wide range of sources. Data in this room is analyzed on a weekly basis by teachers, coaches, and the Design Team. Coaches gather up-to-date data from a variety of assessment sources and teachers display data from their own classroom assessments.

One example of how data is used to improve teaching and learning is the analysis of target students. Each teacher selects 5 students for Reading and 5 students for Math to target. These students are the average or cusp of the class that teachers collect current and specific data on. This gives the teacher a snapshot of the class and a general idea of the effectiveness of their teaching and their students' learning.

Intervention groups is another form of assessment and data used to improve teaching practices and student learning. Teachers meet with needs groups twice a week during school hours. These groups are based on current benchmarks in which students and teachers need just a little extra time or a different approach to move towards proficiency. Formative classroom assessment data needs to be analyzed immediately by teachers in order to select students for these groups. The main purpose of an intervention group is to "catch" students before they fall behind rather than waiting till they fall behind to provide assistance.

In addition to the examples stated previously, Ewa Beach Elementary uses student assessment data in many other ways to support teachers with the best instructional strategies to ensure student success.

3. Communicating Assessment Results:

Communication among students, parents, community and teachers is imperative for student academic success. Classroom assessments come in many forms from the Hawaii State Assessment, Diagnostic Reading Assessment, pre/post tests for math, benchmark assessments, portfolios, standards walls and conference folders.

Student success is shared in many ways. The results of the Hawaii State Assessment (HSA) are shared in the local newspapers yearly. We share the results of the HSA in the school newsletter and during our school's Open House/Curriculum Night. Assessment data is shared with families during Parent Teacher Conferences, School Community Council meetings, and quarterly parent workshops. Parents also receive quarterly progress reports highlighting their child's academic success. Children and parents have the opportunity to meet and share in the child's portfolios (a collection of writing pieces of various genres) to assess their writing progress during the year. Portfolios are updated yearly and include writing pieces from the time the student enters the school to show parents longitudinal data.

Student success in attaining grade level benchmarks is also derived from students being educated on their strengths and weaknesses. Students have the opportunity to use the data collected from the Diagnostic Reading Assessment, benchmark assessments, standards wall (wall dedicated to benchmark being addressed, and student work displaying how they are approaching/meeting the benchmark) and conference folders (folder for the various subjects that the students and teachers use to collect and organize student data and assessments; used during individual conferences between students and teachers). Teachers help students to make sense of the data during their individualized student-led conferences to assist students in creating individualized goals to attain grade level benchmarks within the subject areas. With these various forms of assessments the students are able to track their own academic progress towards meeting grade level benchmarks.

4. Sharing Success:

With the positive progress of our school the past few years, Ewa Beach Elementary has had numerous opportunities to share our successes as well as our trials and tribulations as a school. Being a Cohort 1 school in the America's Choice School Design, Ewa Beach Elementary School has implemented the program for over twelve years. Interestingly, at the heart of America's Choice School Design is the "Sharing of Best Practices." Sharing is already essential in our school.

In addition to sharing best practices with fellow teachers and staff, we have shared our successes and experiences in observation visits by other schools interested in adopting the America's Choice School Design. They have observed us implementing the workshop model in reading, writing and math. Numerous visits have also been made by other America's Choice Schools as well. We have had visitors from the Islands of Oahu, Kauai, and Hawaii, as well as visitors from the continental United States. We have also had students and teachers from Tokyo, Japan, who observed, participated, and shared with our classes for a two-week period.

At the invitation of America's Choice School Design we have made several presentations at the annual America's Choice School Design National Conference, sharing who we are and our experiences as an America's Choice school. At the National Conference, schools and school leaders from across the country have learned how we have met the requirements of No Child Left Behind while implementing the program and the trials and tribulations of implementing the program.

Ewa Beach Elementary School has freely and willingly shared our experiences and successes from not only being an America's Choice School Design school but more importantly being a school meeting the requirements of the No Child Left Behind Act, with countless other educators and schools. We have also gained much from these sharings as ideas for continuous school improvement have been exchanged, and opportunities and avenues for further networking have also been established.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ewa Beach Elementary School's Curriculum is driven by two very important components, America's Choice School Design and a commitment to standards based education. Our school literacy program, America's Choice, is the initial driving force behind our curriculum, and the continual development and adjustments to our school design are equally based on this program and meeting the standards of the State of Hawaii Content and Performance Standards. America's Choice is a comprehensive, coherent, standards-based school reform model that our school adopted in 1999. The core of this model is the five-star design, which focuses on:

- Standards and Assessment
- Aligned Instructional Systems
- High Performance Leadership, Management, and Organization
- Professional Learning Communities
- Parent / Guardian and Community Involvement

The second component that contributes to the development of our curriculum is the Hawaii Content and Performance Standards. These standards are the basis on which instructional strategies are developed and implemented, and give us a focus for the school's curriculum. In order for our curriculum to be aligned on all levels, it's important that our Design Team, Literacy & Math Coaches, and teachers and staff all understand and participate in the development of our school's curriculum.

Our Curriculum consists of two main 2-hour blocks. The first is the Literacy Block, which generally refers to writing, reading, and skills. Within our AC Design, students participate in aligned workshops and programs, which include: Readers Workshop, Writers Workshop, genre studies, and author studies. These workshops foster independent reading, independent writing, and allow time for teachers to address literacy needs through individual conferencing, guided reading, and large and small group instruction. Individualized student needs are addressed based on assessment and data analysis.

The second 2-hour block is our Math Block, which focuses on instruction of key concepts and skills. This block provides instruction which reinforces / teaches basic math skills, problem solving, and essential concepts based on the standards of each grade level. These 2-hour blocks are considered "workshop" periods and allow teachers to provide students with standards based instruction.

Instructional strategies and methods are planned across grade levels, and are based on our AC Design as well as the current needs of the students. Teachers are provided resources in development of their instructional systems, and encouraged to share effective ideas. Alignment and instructional strategies are developed during weekly professional workshops. In addition to our literacy blocks, integration is used across all subject areas. Teachers look at the benchmarks addressed within each quarter, and align literacy, math, science and social studies curricula where appropriate. A benchmark map or "plan" is then created by grade levels to address all subject areas and necessary standards. Teachers use this map to correlate their student' learning while addressing their individual needs. This map also helps all teachers stay on track, and is used to address goals in instruction and strategies in relation to needs based on assessment.

The ritual and routines of our literacy program also play a role in the success of our curriculum. These provide a strategic approach to classroom management, and give students clear expectations, which create an environment that leads to productive learning.

These components are woven together to create a unique learning environment where our faculty is continuously focused on improving school quality and performance as well as providing comprehensive support for all students. We are continually adjusting our curriculum as data informs us of areas that need to be addressed based on our analyses. Ultimately our goal is to educate the “whole child” by utilizing all resources available to us in order to meet the needs of our unique demographic of learners.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Ewa Beach Elementary School literacy structure is based on the America’s Choice Design literacy program. While each classroom is expected to teach literacy, teachers in grades

3 – 6 classrooms are split by grade level into “specialists”, while grades K – 2 are “generalists”. The rationale behind having specialists in the upper grades is so teachers can develop a deep understanding of the content and curriculum they are teaching. In a sense they co-teach with another specialist while both are addressing reading across all subject areas.

The AC literacy program provides teachers with strategies and techniques to ensure that all students are reading and writing at their grade level and meeting the appropriate Hawaii Content and Performance Standards. These teachers initially develop a strong foundation of rituals and routines with students then create a balance between reading, writing, and skills. Within the 2-hour literacy block, teachers focus 1½ hours solely to reading and skills. Within this “readers’ workshop”, the teachers model comprehension strategies or skills in a 10-minute focused lesson. Students spend the next 30 – 40 minutes working independently, in large and small groups, and conference with the teacher independently or within a teacher guided reading group. The last 10 minutes of the workshop is dedicated to a closure activity, which readdresses the strategy or skill taught in the opening lesson.

The learning environment is also rich with learning artifacts for students which are student created and used on a daily basis. These artifacts consist of a reader’s notebook, reading conference folder, book bag (with leveled books appropriate for the individual student), current benchmarks posted, classroom library, leveled book baskets, conference schedules, and standards based student work posted on the standards wall. The classroom is specifically tailored to create an atmosphere of literacy and support learning. The rituals and routines that are in place free teachers to work directly with students.

3. Additional Curriculum Area:

Over the past few years, Ewa Beach Elementary School has been working diligently to improve math proficiency scores. We’ve accomplished this through re-looking at our program and how effectively it aligns to our state benchmarks. Through this work, our teachers and the Design Team were able to teach smarter, not harder. Definite adjustments were needed; with 14 math standards our state holds us accountable to, in order to deliver the best instruction to promote student achievement.

The first step we took as a faculty was going back to the root: the benchmarks. We asked the question, “Are the lessons we are teaching effectively addressing the benchmarks?” This question is essential in accomplishing our school’s mission and that is: Our Ewa Beach Elementary School Community will practice the best teaching and learning strategies to ensure lifelong learning. We needed to closely examine what we were teaching and how we were teaching to make sure that we were teaching to learn and not just teaching to teach.

Now our math curriculum does not come from a commercial program; it comes straight from our state’s benchmark map. Our teachers took each benchmark and completed a process called “Understanding by Design” or “UBD.” This process allowed us to first start with what is expected from the students in terms of

conceptual knowledge and performing skills. From there we re-looked at our assessments to ensure that they were truly measuring what we expected of the students. The last step in the process is planning how to teach the benchmark knowing our expectations of what the students will understand and be able to do and how they will be assessed.

Our math curriculum is still “under construction” but the recent increases in our school’s math proficiency scores show that we are on our way.

4. Instructional Methods:

To plan for appropriate instructional strategies and determine the best practices for the delivery of the curriculum, teachers analyze various forms of data collected from students. Time is set aside for professional development, to use this data and work with colleagues to identify the needs of the students and plan for instruction. Teachers utilize this data to determine learning criteria to support their instruction. This development of learning criteria is the first step in determining the best way to address the needs of each learner.

Teachers also utilize several literacy programs that support learners at various levels. These include Words Their Way, which addresses reading skills and phonics, a vocabulary program which includes leveled words and pictures, and various other literacy activities. Students in grades K-2 are also exposed to integrated technology programs that specifically address the needs of language learners. Imagine Learning provides support for the special education and ELL populations, including re-teaching of phonics, concepts of print, and consonant and vowel recognition. This additional support for students and teachers allows for more student needs to be addressed during the workshop periods. It also gives the teacher more data to use in support of differentiated teaching methods.

Ewa Beach Elementary practices full inclusion of special education and ESLL students within the regular education classroom. Students are placed in either a classroom that is designated a special education or ELL inclusive classroom. Teachers are then provided with the appropriate support, opportunities to co-teach, and readily available resources to effectively deliver suitable instruction to the entire classroom population.

America’s Choice design components and instructional strategies directly address the needs of English language learners and our Special Education population. The rituals and routines provide a predictable framework for students who need additional assistance, and the individualized conferences give teachers the opportunity to provide tailored support for students with specific needs.

5. Professional Development:

Professional Development has come in various forms at Ewa Beach Elementary. Through our contracts with the America’s Choice School Design, teachers attend various workshops throughout the year for English Language Arts, Science and Math from National America’s Choice Presenters. They attend these workshops with teachers from other America’s Choice schools on Oahu. Each of these days targets specific skills/strategies (i.e. Integrated units, differentiated instruction, aligning benchmarks, benchmark deconstruction, etc.) and they are tailored for the specific grades. Teachers get to plan, strategize and share their grade specific needs with other teachers in the same grade level. As part of their contract, the presenters also visit the school twice during the school year to observe the teachers and their implementation of the skills/strategies covered in their previous professional development session.

Teachers also receive professional development in school during our teacher development days, grade level articulation days, and through our Professional Learning Communities. In these PD sessions, teachers receive training based on teacher needs. During the past year, teachers have focused on the workshop model in the various curriculum areas as they have expressed this as a need. They focused on the various components and

classroom evidence within the workshop model. With these professional developments, the focus has been on student achievement and improving achievement. These sessions have led to a deeper understanding for teachers of student needs, benchmarks, curriculum and strategies. Within the school, teachers have focused on Benchmark Deconstruction in the various content areas. This has led to a deeper understanding of the content standards and benchmarks. With the deeper understanding of curriculum content, teachers cross-articulated on the benchmark and expectations for the benchmark across the grade levels. Teachers then developed a list of common vocabulary words and a generalized rubric that could be used by everyone. In our Professional Learning Communities, teachers articulate within their grade level assessing student progress in achieving grade level content benchmarks.

6. School Leadership:

Ewa Beach Elementary has only one principal in the administrative role. She works closely with the Design Team, which comprised not only the principal, but two literacy/math/design coaches, the librarian, a technology coordinator, two counselors, a student services coordinator, and the parent/community outreach coordinator (PCNC), to get perspective from the various groups in the school. The Design Team works closely to plan and deliver any complex, district, or state initiatives and monitors the implementation of America's Choice School Five Star Design.

Decisions from the Design Team are brought to the Leadership Team, comprising of the principal, a representative from the Design Team, the grade level chairperson from each of 7 grade levels, and the special education department head. The Leadership Team considers decisions from the Design Team and gives input, then reports / discusses the information with their respective grade levels / groups and if necessary, reports back information from the grade level / group for further discussion/revisions/adjustments.

The two design coaches meet with the principal once a week to discuss any training or meeting that is needed, leads the training / meeting, provides any necessary classroom support, and is responsible to collect any necessary data. Teachers have training/teacher meetings once a week for 2 ½ hours, one Wednesday a month (after school) for grade level meetings, and an additional ½ hour during their Humanities Block for any additional grade level meetings. Teachers meet as a grade level with their respective special education teacher and the principal once a month to discuss student progress or any concerns.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: Yearly

Publisher: Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	48	42	43	39	19
% Advanced	25	16	19	6	1
Number of students tested	52	50	58	85	100
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	55	41	33	22	15
% Advanced	27	7	9	2	2
Number of students tested	22	29	33	46	55
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced		20		20	
% Advanced		10		0	
Number of students tested		10		10	
6. Largest Other Subgroup					
% Proficient plus % Advanced	49	42	43	36	16
% Advanced	24	16	18	6	1
Number of students tested	41	45	51	70	80

Notes:

#6 Other Subgroup is Asian

Subject: Reading
Edition/Publication Year: Yearly

Grade: 3 Test: Hawaii State Assessment
Publisher: Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	54	52	63	56	34
% Advanced	8	2	7	2	0
Number of students tested	52	50	57	84	99
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	59	45	53	44	28
% Advanced	9	0	6	0	0
Number of students tested	22	29	32	45	54
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced		20		40	
% Advanced		0		0	
Number of students tested		10		10	
6. Largest Other Subgroup					
% Proficient plus % Advanced	49	51	64	54	30
% Advanced	5	0	8	0	0
Number of students tested	41	45	50	70	79

Notes:

#6 Other Subgroup is Asian

Subject: Mathematics
Edition/Publication Year: Yearly

Grade: 4 Test: Hawaii State Assessment
Publisher: Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	56	36	55	24	35
% Advanced	27	19	22	2	3
Number of students tested	66	59	49	109	105
Percent of total students tested	100	97	4	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	53	26	48	15	18
% Advanced	26	9	19	0	0
Number of students tested	38	35	31	48	49
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					8
% Advanced					0
Number of students tested					13
5. Limited English Proficient Students					
% Proficient plus % Advanced	10			0	0
% Advanced	0			0	0
Number of students tested	10			13	10
6. Largest Other Subgroup					
% Proficient plus % Advanced	62	34	58	21	36
% Advanced	27	18	23	2	3
Number of students tested	55	50	43	91	94

Notes:

#6 Other Subgroup is Asian

Subject: Reading
Edition/Publication Year: Yearly

Grade: 4 Test: Hawaii State Assessment
Publisher: Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	58	59	65	49	54
% Advanced	11	15	8	2	2
Number of students tested	66	59	49	109	105
Percent of total students tested	100	97	94	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	50	43	58	44	37
% Advanced	8	6	3	0	0
Number of students tested	38	35	31	48	49
2. African American Students					
% Proficient plus % Advanced	0	0	67	33	67
% Advanced	0	0	33	0	0
Number of students tested	2	0	3	3	6
3. Hispanic or Latino Students					
% Proficient plus % Advanced	50	0	0	60	0
% Advanced	0	0	0	0	0
Number of students tested	2	2	1	5	0
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	11	15
% Advanced	0	0	0	0	0
Number of students tested	6	6	2	9	13
5. Limited English Proficient Students					
% Proficient plus % Advanced	10	56	63	23	20
% Advanced	0	0	0	0	0
Number of students tested	10	9	8	13	10
6. Largest Other Subgroup					
% Proficient plus % Advanced	58	60	70	45	53
% Advanced	11	14	7	2	2
Number of students tested					

Notes:

#6 Other Subgroup is Asian

Subject: Mathematics

Grade: 5 Test: Hawaii State Assessment

Edition/Publication Year: Yearly

Publisher: H

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	38	48	28	15	31
% Advanced	15	27	12	0	3
Number of students tested	60	44	65	97	95
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	34	35	25	9	31
% Advanced	13	23	13	0	6
Number of students tested	38	26	32	47	48
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			10	0	0
% Advanced			10	0	0
Number of students tested			10	12	13
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	38	53	25	15	33
% Advanced	15	29	11	0	4
Number of students tested	52	38	57	84	85

Notes:

#6 Other Subgroup is Asian

Subject: Reading
Edition/Publication Year: Yearly

Grade: 5 Test: Hawaii State Assessment
Publisher: Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	58	57	46	34	50
% Advanced	13	9	9	1	2
Number of students tested	60	44	65	97	94
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	53	50	41	19	51
% Advanced	8	8	6	0	4
Number of students tested	38	26	32	47	47
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			10	0	8
% Advanced			10	0	0
Number of students tested			10	12	13
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	58	63	44	32	49
% Advanced	12	8	9	1	2
Number of students tested	52	38	57	84	84

Notes:

#6 Other Subgroup is Asian

Subject: Mathematics

Grade: 6 Test: Mathematics

Edition/Publication Year: HCPS III/2007

Publisher: AIR

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	80	49	48	25	47
% Advanced	49	27	19	0	1
Number of students tested	45	55	67	102	81
Percent of total students tested	98	98	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	79	50	35	25	31
% Advanced	54	21	15	0	0
Number of students tested	24	28	40	53	35
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		0	0	0	
% Advanced		0	0	0	
Number of students tested		10	11	19	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	86	47	49	28	44
% Advanced	54	26	20	0	1
Number of students tested	37	47	61	89	68

Notes:

#6 Other Subgroup is Asian

Subject: Reading
Edition/Publication Year: Yearly

Grade: 6 Test: Hawaii State Assessment
Publisher: Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	89	47	52	36	54
% Advanced	38	13	4	0	1
Number of students tested	45	55	67	102	81
Percent of total students tested	98	98	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	32	38	38	40
% Advanced	38	7	5	0	3
Number of students tested	24	28	40	53	35
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		0	0	0	
% Advanced		0	0	0	
Number of students tested		10	11	19	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	95	45	52	36	51
% Advanced	41	9	3	0	0
Number of students tested	37	47	61	89	68

Notes:

#6 Other Subgroup is Asian